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ABSTRACT

Information was collected from questionnaires returned by 26 of 40 institutions which included state institutions west of the Mississippi River plus some Big Ten schools east of the Mississippi. State appropriations, "General Fund", contributions to the extension divisions' total annual budgets ranged from 100% (1 school) to 0% (5 schools). Revolving funds on a self-support basis, "Special Funds", supply the following percentages: 100% to 85% (10 schools); 84% to 70% (7 schools) 69% to 30% (5 schools); under 30% (3 schools). Although only five schools reported having all administrative positions included in the regular state appropriation, 13 others reported a greater proportion of state-supported positions than their budget breakdowns suggested. The majority of schools reported 5% to 15% cancellations of degree-credit courses, with slightly higher mortality for non-credit classes. Of 101 per-course salaries 77 fell in the range $525-$825; non-credit salaries per hour of instruction varied from $5.50 to $100; tuition ranged from $15.00 to $25.00 per credit. Although the size and character of the extension operations reported varied greatly, comparisons in their financial aspects revealed a number of similarities. (nl)

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UNIVERSITY OF HAWAII
DIVISION OF CONTINUING EDUCATION AND COMMUNITY SERVICE
FINANCIAL SURVEY OF WESTERN STATE EXTENSION DIVISIONS
SUMMARY REPORT
November 25, 1969

Information in this report was collected from questionnaires returned by 26 out of 40 institutions queried which included state institutions west of the Mississippi River plus some Big Ten schools east of the Mississippi. Rather than report all schools' full statistics, ranges and medians have been used, with occasional exceptional practices noted. Not only does this seem a more convenient and useful method of reporting, it avoids the possibility that some schools may consider their financial data somewhat confidential. Not all schools answered all questions, so the totals differed somewhat from section to section.

FINANCIAL SUPPORT

State appropriations, "General Fund", contributions to the extension divisions' total annual budgets ranged from 100% (1 school) to 0% (5 schools). Revolving funds on a self-support basis, "Special Funds", supply the following percentages:

100% to 85% -- 10 schools

84% to 70% -- 7 schools

69% to 30% -- 5 schools

Under 30% -- 3 schools

The median figure, 80%, was reported by three schools.

Seven schools reported 4-12% support from "Federal, other grants", four schools reported 23-37% from the same sources, all others omitted this entry.

Reports were also requested on whether individual programs (degree classes, correspondence, conferences, etc.) earned surpluses or had operating costs above income. As the above figures suggest, more than three surpluses were reported for every loss. Ten schools reported one or more programs operating at a loss, half with the deficit made up by the legislative appropriation, half by income from other division programs. Six schools require that each program "break even" or be "self-supporting". (Obviously variations in accounting procedures might result in different interpretations of this question.)

STAFF/SECRETARIAL POSITIONS

Although only 5 schools report reaching the goal of having all administrative positions included in the regular state appropriation, 13 others report a greater proportion of state-supported positions than their budget breakdowns suggest. Thus, by a 6 to 1 majority, administrative salaries are given some priority in the uses of such legislative appropriations as are available.

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The size of administrative and secretarial staffs of course varies greatly, not only with the size of different operations but their character. In a typical group of 15 universities, the central extension staffs ranged from 4 to 204. In the proportion of staff positions (administrative and secretarial) to annual registrations in all programs, the range was from 153 annual registrations per position to 1103, with a median of 400.

The three schools which had more than 1,000 annual registrations per position are all among the group which receives no legislative support. (Registration statistics used were those published by National University Extension Association for 1967-8, the latest available.) In this, as well as other areas, the very peculiar combination of public finance and free-enterprise activity common to extension divisions might make them highly suitable laboratories for examining various economic theories.

COURSE CANCELLATION

A commanding majority of schools reported 5-15% cancellations of degree-credit courses, with slightly higher mortality for non-credit classes. Likewise, nearly all report that decisions to cancel small courses are made only after considering students' curricular needs, the current state of the budget and other matters beyond any established break-even figure.

FACULTY SALARIES

Rank	Grad.	Inst.	Asst.	Assoc.	Prof.
Low	450	450	450	525	525
High	1,000	1,000	1,200	1,305	1,540

The above rates are the normal ones for the teacher of a 3-semester-credit or 5-quarter-credit class. Half the schools pay a flat rate to all ranks, the remainder have differentials between ranks. Four schools have overload rates which are a percentage of the teacher's fulltime salary, and one director who must enjoy conversation said "no set rate, pay depends upon urgency of topic."

Of 101 per-course salaries quoted at all ranks, whether flat-rate or sliding-scale, 77 fell in the range $525-$825. Seven rates from four schools were lower, 17 from five schools higher; the median of all salaries at all ranks was $600, the flat rate at four schools. Also, half the schools pay an increment to people who have to travel (per mile, flat rate, or separate rate for each off-campus center), in addition to the travel and per diem which is nearly universal.

Non-credit salaries per hour of instruction varied from a low of $5.50 to a high of $100--the latter apparently one of several in the higher ranges paid for single lectures. The norm for non-credit class teaching was in the range $12-$18 per hour, with most exceptions higher.

TUITION RATES

The inflationary tuition rates reported from many areas have not seriously affected these state schools, of which 63% still charge $15-$20 per credit, with most others lower than that and no standard rate higher than $25. Three of the seven schools reporting varying rates have higher rates for some courses. The tuition rate for correspondence courses is slightly lower than for classes at five schools, more than 40% lower at three, and slightly higher at one.

The fees for non-credit courses range more widely, both between schools and within a single school. Non-credit courses costing $5 and $300 were reported (from the same school), but two-thirds of those reporting give a normal charge for a 20-hour non-credit class at $15-$30.

The nearly universal policy of charging non-resident students in state schools higher tuition is not normally carried over into extension. Only six schools reported such differentials, two of these only for correspondence courses.

An attempt was also made to find whether extension tuition rates differ from that charged other University students in the same kinds of courses, but the question was skipped or misunderstood too often for any conclusion to be drawn.

OVERVIEW

Although the size and character of the extension operations reported varies greatly, comparisons in their financial aspects reveal a number of similarities:

1. They do not enjoy the same level of legislative support as other parts of the University, whether because adults are supposed to be able to pay their own way in education or some other reason.

2. Such legislative support as is available is used largely to finance the central staff, with instructional costs and other operating expenses coming from the student fees.

3. Faculty members who teach in these programs generally earn less, often much less, than they would earn for a proportionate amount of daytime instruction.

4. The divisions strive to get the maximum amount of educational results from each dollar spent, and keep the costs to students as low as possible.

5. More than any other aspects of higher education, they are highly adaptive organisms, finding ways to grow new arms or discard useless ones as required to serve their function more effectively.

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